2014–2016 Educator Excellence Innovation Program

		FOR TEA USE ONLY
Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Austin Independent School District	1746000064	1111 W 6th St		
Mailing address line 2	**City**		**State**	**ZIP Code**
C-300	Austin		TX	78703

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
227901		13	21	0769337460000

Primary Contact

First name	M.I.	Last name	Title
Joann		Taylor	Assistant Director
Telephone #		**Email address**	**FAX #**
512-414-9592		jotaylor@austinisd.org	512-414-9593

Secondary Contact

First name	M.I.	Last name	Title
Trish		Jarrott	Senior Associate
Telephone #		**Email address**	**FAX #**
512-414-9590		Trish.jarrott@austinisd.org	512-414-9593

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Michael		Houser	Chief Human Capital Officer
Telephone #		**Email address**	**FAX #**
512-414-2714		Michael.houser@austinisd.org	512-414-9593
Signature (blue ink preferred)			**Date signed**

Signature: 1-22-2014

Only the legally responsible party may sign this application.

701-14-101-030

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID: 1746000064 | Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project Purpose

With the award of the EEIP grant, Austin ISD plans to transform educator quality and effectiveness at 6 schools designated as Title I campuses, with economically disadvantaged populations greater than 50% by:

- Providing for full-release mentors at campuses of highest need to build the skills of novice teachers necessary to succeed with the campus's student population through training, building leadership skills, and professional collaboration opportunities;
- Using targeted peer observation and trained administrative evaluations that will serve as the basis for specific professional development, which will be implemented in on-campus Professional Learning Communities (PLCs).
- Reviewing performance expectations, evaluation results, and student data during PLC time, so that teachers can improve practice, increase student performance, and collaborate pedagogically with peers; and,
- Creating an innovative compensation plan that includes stipends for novice teacher mentoring, one-to-one mentoring, assessment facilitation, peer observation and hard to staff campuses in order to retain effective teachers.

In addition to these objectives, Austin ISD expects that full-release mentors, the opportunity for strategic compensation, and a variety of leadership pathways will assist the district in recruiting and selecting new teachers from high achieving college graduates, high performing educator preparation programs, and those with a proven record of success in improving student performance. Once hired, teachers will have the opportunity to develop their skills, contribute to the overall success of their campus and create strategic pathways where they can take on additional responsibilities and receive a stipend for collaborating and improving instructional practice.

Project Goals

The goals of the program are to enhance educator quality through support for novice teachers, enhanced leadership pathways, support for specific campus-based professional development, a focus on student data, and strategic compensation at Title I campuses with high populations of economically disadvantaged students.

Project Description

The EEIP grant will allow Austin ISD to target Title I campuses with high populations of economically disadvantaged students at six southeast Austin elementary school campuses. This cohort of campuses would include Houston Elementary, Langford Elementary School, Linder Elementary School, Palm Elementary School, Perez Elementary School, and Widen Elementary School. With the award of this grant, Austin ISD plans to improve student performance by supporting teachers to establish and maintain open, supportive and collaborative campus cultures and by accelerating the development of teachers with full-release mentors, one-to-one mentors, leadership pathways, and targeted peer observation. This will also serve to encourage teachers to seek and attain growth within their field.

- Induction and Mentoring: With the EEIP funds the district will employ 8 full release mentors to support teachers in their first and second year of service. The mentors will provide comprehensive training to novice teachers by demonstrating lessons, assisting with lesson plan preparation, providing observations and feedback throughout the year, establishing the classroom environment, and modeling professional expectations. Mentors will also be available to provide specific professional development to teachers in their charge to discuss observations, student growth, teacher self-assessment, and student feedback. Teachers in their third year of service will be assigned a one-to-one mentor that will continue to support their growth by targeting specific areas of need.

- Evaluation: All six selected Austin ISD campuses will use an instrument of multiple measures that includes student growth, professional expectations, and observations. Administrators will be trained to evaluate all teachers using a district developed appraisal rubric, which focuses on the delivery of instruction and classroom environment/management. Administrators will formally observe teachers once in the academic year with a pre-

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and post-conference surrounding the formal observation. Administrators will also perform at least three other walk-through observations and provide diagnostic feedback to teachers on pedagogical and professional performance. Teachers will also develop student learning objectives on an individual and team level as part of the student growth portion of the appraisal and will receive feedback from their appraiser on professional expectations section. Additionally, administrators may assign a Peer Observer to teachers that would benefit from increased feedback, collaboration, modeling, and lesson demonstration.

- Professional Development and Collaboration: Weekly Professional Learning Communities (PLCs) will provide specific, campus-based professional development. This will serve as an opportunity to discuss student data, as well as observation and evaluation results, so that teachers can effectively improve their practice and collaborate pedagogically with their peers. Select PLC Leads will provide leadership, professional development and guidance to all teachers within their PLCs. In addition to fostering teacher growth, mentor skills will be built by continued training through the New Teacher Center Symposium, and PLC leads will establish their own learning communities through book studies, online seminars, and training sessions.

- Strategic Compensation and Retention: Full release mentors would be eligible to receive a stipend of $5000 based on their performance scored on a locally developed evaluation that is a $360°$ tool that allows the mentor, mentee, campus administrator, and mentor supervisor to provide ratings and feedback on performance. One-to-one mentors would be eligible for a $1000 stipend for their advisory role to third year teachers. Student learning objective facilitators would be eligible to earn a $1000 stipend for assisting teachers in developing appropriate assessments to measure student growth. Those that serve as a PLC lead can earn $1500 in additional compensation for leading campus based PLC groups. Peer Observers can earn $5000 for a successful evaluation of their yearly performance. Teachers on these campuses are eligible for a stipend of $500 for serving on a campus of high need. All of these stipends will serve as an extra incentive to recruit and retain effective teachers or highly successful former teachers and deploy them meaningfully to support campus collaboration and pedagogical improvement.

- Recruiting and Hiring: Having a system of mentoring, which includes full release mentors, one-to-one mentors and peer observation for novice teachers will serve as an incentive for applicants to Austin ISD. The district will use EEIP funds to finance substitutes for teachers and mentors to collaborate on student data, and to allow time for observation of demonstration classrooms. Additionally, the potential career pathways and strategic compensation developed with EEIP funds will draw in professionals that are committed to improving education, campus culture, and student performance. These special opportunities available at Houston, Langford, Linder, Palm, Perez, and Widen Elementary Schools will be highlighted during Austin ISD career fairs and to all applicants within the district.

- Career Pathways: With EEIP Grant funds, teachers at the selected campuses will have the opportunity to explore new career pathways by taking on additional responsibilities. Full release mentors hired to serve the selected campuses will be released from a teaching schedule, and compensated to provide full-time support for novice teachers; similarly, peer observers will be released and support non-novice teachers. One-to-one mentors will be awarded a stipend for work on specific needs of professionals in their third year of teaching. PLC Leads will take on additional weekly professional development responsibilities and can earn additional compensation. Student Learning Objective facilitators will assist teachers in preparing assessments to measure student growth, and be eligible for a stipend. All of these leadership positions will allow teachers a chance to explore career opportunities that highlight their skills as master teachers.

In order to successfully implement these practices, the monetary award from the EEIP grant is essential. Austin ISD began the full-release mentoring program as part of its strategic compensation efforts and it has been funded through various grants such as the BTIM from state, and TIF from the federal level. Without additional funding, the highly successful mentoring program that has been established in Austin ISD will come to an end. Currently, there is substantial support for the mentoring program from both the district and the Austin community; therefore, the district is seeking funds to continue the program at our campuses of the highest needs to continue to improve student performance and retain novice teachers.

Texas Education Agency
Standard Application System (SAS)

County-district number or vendor ID: 1746000064

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$909,492	$30,420	$939,912	$909,492	$30,420	$939,912
Schedule #8	Professional and Contracted Services (6200)	6200	$15,000	$	$30,000	$15,000	$	$30,000
Schedule #9	Supplies and Materials (6300)	6300	$2,000	$	$2,000	$2,000	$	$2,000
Schedule #10	Other Operating Costs (6400)	6400	$15,000	$	$15,000	$15,000	$	$15,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	$	$	$
	Total direct costs:		$941,492	$30,420	$971,912	$941,492	$30,420	$971,912
	Percentage% indirect costs (see note):		N/A	$	$28,081	N/A	$	$28,081
	Grand total of budgeted costs (add all entries in each column):		$941,492	$30,420	$1,000,000	$941,492	$30,420	$1,000,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$1,000,000	$1,000,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$10,000	$10,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 1746000064		Amendment # (for amendments only):		
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional				
1 Teacher			$	$
2 Educational aide			$	$
3 Tutor			$	$
Program Management and Administration				
4 Project director			$	$
5 Project coordinator			$	$
6 Teacher facilitator			$	$
7 Teacher supervisor			$	$
8 Secretary/administrative assistant			$	$
9 Data entry clerk			$	$
10 Grant accountant/bookkeeper			$	$
11 Evaluator/evaluation specialist		1	$26,000	$26,000
Auxiliary				
12 Counselor			$	$
13 Social worker			$	$
14 Community liaison/parent coordinator			$	$
Other Employee Positions				
15 Full-Release Mentor	8		$400,000	$400,000
16 Peer Observer	2		$97,000	$97,000
17 Title			$	$
18		Subtotal employee costs:	$523,000	$523,000
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112 Substitute pay			$40,800	$40,800
20 6119 Professional staff extra-duty pay (stipends)			$252,000	$252,000
21 6121 Support staff extra-duty pay			$	$
22 6140 Employee benefits			$124,112	$124,112
23 61XX Tuition remission (IHEs only)			$	$
24		Subtotal substitute, extra-duty, benefits costs	$416,912	$416,192
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		$939,912	$939,912

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 1746000064		Amendment # (for amendments only):	

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: PLC Training from Experienced Vendor	☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Build Capacity of PLC Leads to lead their PLCs		
	Contractor's Cost Breakdown of Service to Be Provided	Year 1	Year 2
1	Contractor's payroll costs # of positions: TBD	$15,000	$15,000
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 1746000064 | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2

Specify topic/purpose/service: | ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$	$

3

Specify topic/purpose/service: | ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$	$

4

Specify topic/purpose/service: | ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$	$

5

Specify topic/purpose/service: | ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 1746000064		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)				
6	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a.	Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$15,000	$15,000
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$
	(Sum of lines a, b, c, and d) Grand total		$15,000	$15,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 1746000064				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				$	$	$
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$2,000	2,000
	Grand total:					$2,000	$2,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 1746000064		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$15,000	$15,000
	Specify purpose: Attend New Teacher Center Symposium (10 mentors/teachers)		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$
	Grand total:	$	$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
Schedule #11—Capital Outlay (6600/15XX)					

| County-District Number or Vendor ID: 1746000064 | 2: Amendment number (for amendments only): | | | | |

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 1746000064 | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**6669/15XX—Library Books and Media (capitalized and controlled by library)**					
1		N/A	N/A	$	$
**66XX/15XX—Technology hardware, capitalized**					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
**66XX/15XX—Technology software, capitalized**					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
**66XX/15XX—Equipment, furniture, or vehicles**					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**					
29				$	$
**Grand total:**				$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 1746000064 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: | 4362

Category	Number	Percentage	Category	Percentage
African American	216	4.95%	Attendance rate	96.3%
Hispanic	3949	90.53%	Annual dropout rate (Gr 9-12)	n/a
White	121	2.77%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	68%
Asian	39	.89%	TAKS commended 2011 performance, all tests (sum of all grades tested)	8%
Economically disadvantaged	4124	94.54%	Students taking the ACT and/or SAT	n/a
Limited English proficient (LEP)	2424	55.57%	Average SAT score (number value, not a percentage)	n/a
Disciplinary placements		%	Average ACT score (number value, not a percentage)	n/a

Comments

PEIMS data for this year has not been finalized so demographic information for teachers is not available at this time.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	DNA	%	No degree	0	0%
Hispanic	DNA	%	Bachelor's degree	218	77.6%
White	DNA	%	Master's degree	63	22.4%
Asian	DNA	%	Doctorate	0	0%
1-5 years exp.	102	36.3%	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	78	27.8%	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	67	23.8%	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	34	12.1%	Avg. salary, over 20 years exp.	DNA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 1746000064 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	532	586	714	648	658	658	566								
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	42	29	34	33	31	34	22								281
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Austin Independent School District (AISD) is a large, urban school district that serves approximately 87,000 students at 129 campuses. AISD has 67 designated Title I schools that serve an extremely diverse student population.

With funding from the EEIP grant, AISD will target six high-needs schools within the Akins High School and Travis High School vertical teams, including Houston Elementary, Langford Elementary, Linder Elementary, Palm Elementary, Perez Elementary, and Widen Elementary, which serve approximately 4,400 students. These six schools comprise about 3.4% of the district student population and were chosen based on their high concentration of economically disadvantaged families, English Language Learners, and students receiving special education services. A comparison between AISD's diverse student population and that of the EEIP campuses is illustrated in the table below.

School	Population	Econ Dis.	ELL	SpEd
Houston ES	857	826	460	63
Langford ES	803	776	478	52
Linder ES	592	577	249	37
Palm ES	571	498	210	53
Perez ES	847	791	440	66
Widen ES	692	656	344	71
EEIP Total	4,362	4,124	2,181	342
% of Students		94.5%	50.0%	7.8%
AISD Total	86,516	54,389	22,758	8,558
% of Students		62.9%	26.3%	9.9%

Another obstacle that factors in to the selected EEIP schools is the high teacher turnover rate. Across the district, about 20.6% of total teachers are novice teachers who have 1-3 years teaching experience, as opposed to 25.7% at the EEIP campuses. Below is a table describing the number of novice teachers at the EEIP campuses as opposed to all of AISD.

School	# of Teachers	# of Novice Teachers	% of Novice Teachers
Houston ES	56	6	10.7%
Langford ES	52	19	36.5%
Linder ES	33	11	33.3%
Palm ES	39	11	28.2%
Perez ES	55	9	16.4%
Widen ES	45	16	35.6%
EEIP Total	280	72	25.7%
AISD Total	5,919	1,222	20.6%

The discrepancy between the percentages of novice teachers is attributed to the burnout that teachers experience when faced with the overwhelming challenges of working at such challenging schools that historically have large achievement gaps to overcome. To assist with teacher retention and recruitment, AISD currently uses a district mentoring program at most schools, which assigns experienced teachers to mentor novice teachers who are in their first two years of service. In addition, each campus has a lead mentor who provides support to both the novice teachers in their third year of experience and to the campus mentors. The mentoring positions are performed by current full-time teachers and staff, and are paid with a small supplemental stipend; however, the teachers are stretched thin because this is in addition to their full-time workload. In order to provide additional supports and job-embedded professional development on the EEIP campuses, we will use the funds to employ eight highly effective teachers who will be released from their teaching duties to serve as full-release mentors to provide support to teachers in their first two years. The full-release mentors will replace the duties of the teacher mentors while third year teachers will be supported by a one-to-one teacher mentor.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Support for Novice Teachers and Teachers in Need of Additional Support	Full release mentors will be provided for teachers in the first 2 years of teaching on the 6 identified campuses. Teachers in their third year of teaching would be provided with a teacher mentor, that is also a full-time master teacher on their campus. Both of these mentors will be compensated for collaborating, providing feedback and support for their mentees. Principals may also assign targeted peer observation for teachers beyond their first 3 years of teaching to provide observations, specific feedback, lesson demonstration, and collaboration on specific needs of the teacher.
2.	Leadership Pathways	Campuses will have 5 leadership pathways available to teachers. Both full release mentors and one-to-one mentors will be master teachers that will prepare new teachers to succeed on their campus. SLO facilitators will assist teachers in creating and using quality assessments to measure student growth. PLC leads will guide professional development and collaboration to improve teacher practice on their campus. Peer Observers will support teachers in need of additional support.
3.	Support for Professional Development	Campus-based specific professional development needs will be addressed in weekly PLC meetings, facilitated by PLC leads. During this collaborative time, teachers will review multiple measures of performance, including observation and evaluation results. This will help teachers to efficiently improve instructional practice and collaborate pedagogically with peers.
4.	Focus on Student Data	PLCs will utilize time to review student data to determine current state of the campus, set campus goals, select strategies to improve instruction and classroom management, reflect on effective practices and measure student growth based on common assessments.
5.	Strategic Compensation	AISD has created an innovative compensation plan to recruit and retain effective teachers, which includes: $5000 for full release mentors, a stipend of $1000 for one-to-one mentors, $1000 for Student Learning Objective facilitators, a $5000 stipend for peer observers, and a stipend of $1500 for PLC leads. Finally, all teachers who teach at one of our six high-needs campuses will be compensated with a $500 retention stipend for completing the year.

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Schedule #14—Management Plan	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Trish Jarrott	Manages Professional Development Unit Process and Peer Observation process. Leads PLC for Peer Observers. She taught MS Science for 14 years, worked as a peer observer for 2 years, and currently works in the office of Educator Quality.
2.	Tammy Phuong	Manages the district mentoring program that includes full-release mentors, one to one teacher mentors, and lead mentor teachers. She was an elementary teacher for 7 years and served as a full-release mentor for 3 years before becoming the mentor coordinator for the district for the past 3 years.
3.	Joann Taylor	Manages the REACH program, the district's strategic compensation initiative. Will supervise the EEIP activities. She taught high school English for 10 years and worked with teachers on developing Student Learning Objectives for 4 years before becoming the assistant director over strategic compensation for the district.
4.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Induction and Mentoring	1.	Hire 8 Full-Release Mentors	04/01/2014	06/15/2014
		2.	Assign one-to-one mentors	07/07/2014	07/31/2014
		3.	New teachers participate in TIP	08/11/2014	08/15/2014
		4.	Mentor Training	08/01/2014	05/31/2015
		5.			
2.	Evaluation	1.	Train Administrators	07/07/2014	08/04/2014
		2.	Train Teachers	08/18/2014	08/31/2014
		3.	Use Human Capital Platform for all observations	09/01/2014	05/31/2015
		4.	Identify struggling teachers for peer observation	09/01/2014	05/31/2015
		5.			
3.	Professional Development	1.	Assign PLC Leads	07/07/2014	07/31/2014
		2.	Train PLC Leads	08/04/2014	05/31/2015
		3.	Conduct Mentor and Peer Observer PLC	08/04/2014	05/31/2015
		4.	Use evaluation data to inform PD offerings	09/01/2014	05/31/2015
		5.			
4.	Strategic Compensation and Retention	1.	Pay Teacher Stipends	07/31/2015	07/31/2015
		2.	Complete mentor and peer observer evaluations	04/01/2015	05/15/2015
		3.	Pay mentor and peer observer stipends	07/31/2015	07/31/2015
		4.			
		5.			
5.	Recruiting, Hiring, Career Pathways	1.	Hire 2 Peer Observers	04/01/2014	06/15/2014
		2.	Identify SLO Facilitators	05/01/2014	06/30/2014
		3.	Identify PLC Leads	05/01/2014	06/30/2014
		4.	Provide information to Human Resources for recruiting	04/15/2014	07/01/2014
		5.	Identify potential one-to-one mentors	05/01/2014	06/30/2014

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the district uses multiple methods for collecting data on goals and objectives including surveys, student performance data, and anecdotal evidence. Surveys will capture teacher and principal perceptions about the program as well as use of various practices while anecdotal evidence will be used to make adjustments and changes in real time when feasible. Student performance data will help program staff understand if the practices are making an impact in the classroom and help adjust topics or training.

The grant will provide a .25 FTE for program evaluation that will help analyze the data and make recommendations on the program. Through this formative evaluation, staff will monitor fidelity to the project plan and will meet regularly with project staff to discuss issues requiring attention. Monitoring will include things such as timeliness and number of administrative and peer observations completed, mentoring activities and services provided, and topics discussed at PLC meetings. If problems are identified, the program manager will meet with relevant staff (e.g., mentor, PLC leader, principal, peer observer, SLO facilitator) to provide additional training regarding the expectations and requirements of the project.

Staff will communicate with principals and teachers through meetings, email, and trainings. Program changes or adjustments will be communicated directly to principals and followed by an email to all staff in the program. Depending on the type of changes, program staff may determine that a faculty meeting would be the best method for sharing the information. Program staff will be directly available to teachers or principals through phone or email if there are issues or concerns. Additionally, information about the program will be available on our website for parents and community members. This information will also be shared with the Strategic Compensation Steering Committee, which is comprised of teachers, principals, administrators, parents, Chamber of Commerce representatives, and community representatives as a means of providing transparency in the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the past six years, the district has successfully implemented full-release mentoring at high needs schools, which provides the model we are proposing for schools not currently receiving full-release mentors. One benefit is that we will be able to utilize the training from the existing program for this cohort of mentors. We will also be able to blend the two programs so that they participate in PLCs together and work through problems of practice. The district has also been working on peer observation at those same high needs schools, so we would be able to utilize the training and PLCs currently in place for the proposed observers in this program. Additionally, the staff that currently manages those programs will manage this program to ensure consistency and coordination.

To ensure commitment, we will provide multiple opportunities (face to face and surveys) to give feedback to improve the program so that participants have a voice in the process. Additionally, stipends will be paid at the end of the year to ensure that participants fulfill the responsibilities of the program. Finally, staff will provide on-site support to alleviate frustrations as the program is implemented helping create a culture of collaboration and success.

Implementing this program will provide the district with the opportunity to develop a model that may be used with all campuses if it is successful in supporting and rewarding teachers. The district is reviewing the human capital system in order to provide a more robust compensation and support system, and this program contains key components that the working group is interested in implementing in the new system. Space and time to try innovative programs is needed to ensure a successful rollout to the entire district and these sites will provide invaluable information on how to implement and what needs to be refined to be successful.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 1746000064		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Induction and mentoring: mentor time log and annual survey	1.	Time spent engaged in activities with mentor
		2.	Perceived impact of mentoring on specific teaching skills
		3.	Observation ratings over time
2.	Evaluation: summary of results; annual survey	1.	Fidelity to evaluation process
		2.	Principal and teacher perceptions of evaluation components
		3.	Principal and teacher perceptions of peer observation
3.	Professional Development and Collaboration: annual survey	1.	Survey subscale results for Data Use, Collaboration, & Reflective Teaching
		2.	Principal and teacher perceptions of PLCs
		3.	
4.	Strategic Compensation and Retention: annual survey and summary of evaluation results	1.	Perceptions of effects of stipends for teacher retention
		2.	Effectiveness of retained teachers
		3.	
5.	Recruiting and Hiring, Career Pathways: annual survey	1.	Perceptions of new hires regarding effects of program on decisions
		2.	Perceptions of principals regarding effects of program on hiring
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for collecting the necessary data have been in place for several years at 38 schools and will be used for this purpose at these additional schools. Survey data will be collected through the district's annual spring Employee Coordinated Survey, the daily mentoring activity time log will capture information about activities and services provided by mentors to novice teachers, peer observation database will be used to collect and distribute peer observation results to struggling teachers they serve, and district human resources records will be used to identify staff at each school including those who have been retained in subsequent years. Teacher evaluation results will be collected via the district's existing database for Student Learning Objectives, EVAAS schoolwide growth scores, administrative observational results, and professional expectations ratings.

Through formative evaluation, staff will monitor fidelity to the project plan and will meet regularly with project staff to discuss issues requiring attention. Monitoring will include things such as timeliness and number of administrative and peer observations completed, mentoring activities and services provided, and topics discussed at PLC meetings. If problems are identified, the program manager will meet with relevant staff (e.g., mentor, PLC leader, principal, peer observer, SLO facilitator) to provide additional training regarding the expectations and requirements of the project.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the Induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

For the identified schools, full-release mentors will be deployed to work with teachers in their first two years of service. These mentors are highly effective teachers who have been released from their teaching duties to serve in this role and whose primary job is to provide high-quality, individualized instructional mentoring, job-embedded professional development, and other support to beginning teachers. The novice teachers will be supported through an individualized coaching model that includes collecting, analyzing and reflecting on student data, planning collaboratively, observing lessons to provide feedback, and setting professional goals. Mentors and novice teachers will engage in a confidential, non-evaluative, learner-centered relationship with a focus on accelerating the development of the novice teacher's skills while supporting the campuses academic goals and vision. Novice teachers will be able to use substitute days to observe other teachers on his/her campus as well as to engage in data days focused on analyzing student progress and performance. The full-release mentors will serve 7-10 novice teachers and will receive a $5000 stipend for a successful evaluation. The stipend is intended to be an incentive to draw effective teachers from the classroom into the mentor position that lasts for two years, but it maintains a high standard of performance as it is based on the evaluation.

AISD uses an open application process to solicit applicants. This allows us to cast our net broadly to ensure a high-quality pool of mentors. The process is outlined below.

- Candidates must complete an application in Applitrack as well as an information sheet, signed statement of understanding, a response sheet, and a resume. Additionally, candidates must procure two colleague recommendations and one administrator recommendation related to the position in addition to the Applitrack recommendations. The information sheet asks candidates to briefly describe the two most significant professional development experiences and explain how these experiences impacted their instructional practices and student performance. The response sheet required responses to two questions:
  - Why do you want to be an AISD REACH mentor? What experiences and skills do you bring to the position?
  - What does successful mentoring look like?
- First Screening - In order to reach the first screening, applications must be complete. The responses to three questions as well as the additional colleague and administrator recommendations are scored on a rubric and the totals tallied. Current mentors and principals as well as Educator Quality staff complete the screening. Once all applications are screened, the totals are entered into a spreadsheet and the top candidates are submitted to the Associate Superintendents for feedback. Once all candidates are cleared, they are called for an interview.
- Interviews - Candidates complete a 30 minute interview with a 4-5 member panel consisting of Educator Quality staff, a principal, and mentors. Each candidate is scored on a rubric that includes descriptors for content knowledge, instructional practices, leadership, and interpersonal skills. Rubric scores are tallied and entered into a spreadsheet, which informs final selections.

Full-release mentors need a minimum of five years successful teaching experience. They will serve for a two-year term predicated on a successful evaluation each year. At the end of the two years, they may apply for one more two-year term. The evaluation of the mentors' performance will include the beginning teachers, principals, the mentor coordinator, and the mentor themselves. Full-release mentors will receive a $5000 stipend based on an accomplished rating (3 out of 4) on the evaluation.

All mentors are trained in new teacher development. They receive a comprehensive, sequential professional development series from The New Teacher Center in Santa Cruz, California as well as participate in ongoing professional development sessions with the mentor coordinator. The training is focused on building the knowledge, skills and understandings critical for mentors that will enable them to become expert teachers of teachers. Because mentors support campus academic goals and initiatives, they will participate in campus- or district-level training to better assist in

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their work with the novice teachers. Topics for the trainings include:

- Instructional Mentoring and Formative Assessment
- Mentoring for Effective Instruction
- Inquiry into Practice
- Assessing Growth and Deepening Practice
- Conditions for Equity
- Mentoring for Language Development
- Reaching All Students
- Leading for Tomorrow

Full-release mentors work collaboratively with principals and other campus instructional leaders to support the campus academic goals. The mentors' work supplements the work of team leads, instructional coaches, and instructional specialists to build novice teacher capacity.

Third year teachers will have the benefit of working with a teacher mentor, who are master teachers from their campus and maintain a full teaching schedule. This one-to-one model will allow a transition year from full support to colleague support to provide new teachers with training and support through the same coaching model that includes collaborative planning, collecting, analyzing and reflecting on teacher and student data, and setting professional goals. Teacher mentors will have substitute days to use to observe the mentee to offer feedback as well as to conduct data days to focus on student progress and where differentiation may be needed. The teacher mentor and beginning teachers will engage in a supportive, non-evaluative, learner-centered relationship with a focus on releasing responsibility to the mentee while supporting the campus academic goals and vision. The teacher mentors will also attend training that addresses the topics listed above. The one-to-one mentors will receive a $1000 stipend for their work with the teachers.

All mentors will log their hours working with mentees to ensure the weekly support includes proper implementation of the coaching cycle including one on one meetings, professional development, co-teaching, modeling, and other strategies.

Utilizing the full-release and one-to-one mentors, our goal is to create an effective mentoring model that will improve teacher retention and is associated with improved student learning similar to those achieved by veteran teachers.

For induction, all new teachers to the district attend the Teacher Induction Program (TIP) that offers training on district priorities as well assigns teachers to a cohort of teachers in their grade/subject lead by a master teacher. The program actually begins when teachers are hired as they attend a new hire session that provides them with an introduction to the district's technology, receive their laptop, complete their paperwork, receive benefits information, and are able to get their badge to access their campus. For a week In August, new hires attend a campus orientation, district orientation, and cohort support; these days include training on curriculum, behavior support, cultural proficiency and inclusiveness, technology training, and other district initiatives.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Statutory Requirement 2: <u>Required</u> - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As part of the new Teacher Appraisal System that Austin ISD is using in a sub-set of schools, administrators conduct walkthroughs periodically throughout the year, and also schedule a formal observation with teachers. The walkthroughs are unannounced to provide a more complete picture of a teacher's classroom while the formal observation allows the teacher to plan for the observation. The system includes student growth, administrator observations, and professional expectations.

The observation rubric used in the Teacher Appraisal System is one that was developed by a working group of teachers, principals, administrators, Education Austin, and AAPSA. The group developed the rubric after studying numerous other evaluation tools including Charlotte Danielson, DC IMPACT, PAR, Teach for America, and Houston ISD. The rubric has been refined through the pilot appraisal system and peer observation system using teacher, administrator, and observer feedback.

For this program, administrators are trained on the system to observe teachers. First, administrators must have their certification in PDAS and ILD before they can attend the Teacher Appraiser Training. At the training, all administrators using the rubric are trained together by grade level to ensure inter-rater reliability across campuses. Administrators receive an overview of the system and review the rubric in groups to familiarize the content. They then watch a video of a teacher who has strengths and areas of growth on the rubric. They score individually and then discuss the scoring in small groups with the goal of coming to consensus. Then they share out to the whole group how they scored each strand. If there is disagreement about scoring, they are asked to offer evidence from the video for why they entered that score and asked to come to an agreement about the score with the whole group. This provides everyone an opportunity to share their thinking and reinforce the need for specific evidence and feedback for the teacher. Once the video activity is completed, the administrators are asked to review exemplars and non-examples of feedback. They work in small groups to discuss the samples and share with the whole group to determine the type of feedback they should be providing to teachers. Administrators will also receive training on how to enter the information into the district's Human Capital Platform (HCP) as it is a new capture system for appraisal. The modules are posted in an online format for teachers as part of their orientation to the system so that they can go through the same training and understand the expectations for the system and especially the observation.

Once the school year begins, teachers are asked to complete a self-reflection using the observation rubric to identify 3 areas of strength and 2 areas for growth as well as a plan for professional development to address these areas. The administrators use this information as part of the pre-conference to help set goals for the year and setting up a plan to improve practice. The post conference meeting is designed to provide teachers specific feedback on what was observed during the lesson. Ideally, the conference begins with a reflection question for the teacher to consider how the lesson went and what areas she identifies as areas for growth, which would allow the conference to flow into suggestions and reflection for improvement as well as kudos for things that are going well.

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Statutory Requirement 3: <u>Required</u> - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Teacher Appraisal System includes the three categories of student growth, administrator observations, and professional expectations.

Student Growth includes the individual measures of individual student learning objective and team student learning objective. Student Learning Objectives (SLOs) are targets of student growth that teachers set at the beginning of the year and are based on a thorough review of student data. The individual SLO is based on the teacher's students and can cover all the students or a targeted group while the team SLO is based on all the students in a course for the team members.

Teachers conduct a needs assessment of their students at the beginning of the year, determine the area of need they will work on, select the assessment and growth target, and write a learning objective based on the identified TEKS. Teachers assess students in September and submit all documentation in October. Principals will review and approve submissions with support from central administrators. Teachers will give post-assessments in April and turn in all documentation in May to be included in their summative report. Also included in Student Growth is a school-wide measure. This measure is based on the extent to which a schools' average growth meets, exceeds, or falls short of average growth. The district has contracted with SAS EVAAS to calculate this value-added measure. If a school does not exceed expectations on EVAAS, a district calculated measure of the extent to which a school's average performance meets, exceeds, or falls short of the average performance for schools of like economic disadvantage will be considered. The district will use the Normal Curve Equivalents or NCEs to calculate this measure. If the average does not meet or exceed +5 NCEs, then the EVAAS rating will be used.

Administrator Observations include walkthroughs and a formal observation using a district-developed rubric that covers instructional practice and classroom climate. Administrators will conduct one 45 minute announced observation and at least three 10 minute walkthroughs; there should be two observations per semester and the administrator will determine if the formal should occur in the fall or spring. They will have a pre-conference and end of year conference with teachers in addition to providing written feedback. Additionally, teachers will complete a self-reflection at the beginning and end of the year that is based on the competencies in the observation rubric where they identify 3 areas of strength and 2 areas for growth as well as a plan for professional development to address these areas. On the observation rubric, Instructional Practice covers the key competencies of actively engaging students during instructional activities, checking for student understanding and modifying instruction to address student misconceptions, differentiating instruction for student needs utilizing a variety of instructional strategies, developing problem-solving and critical thinking skills for all students, setting rigorous academic expectations for students, and providing relevant and useful feedback to students. Classroom Climate covers the key competencies of setting and implementing classroom routines and procedures that support student learning, establishing and maintaining standards for student behavior, creating a safe and secure classroom environment that is organized and engages students, and establishing a climate that promotes fairness, respect, and diversity.

The Professional Expectations category uses a district developed rubric that is scored by administrators. The rubric covers the key competencies of establishing professional goals, participating in professional development and applying learning to practice, engaging in meaningful collaboration to attain school goals and a positive campus climate, complying with district and school policies and procedures, fulfilling professional responsibilities while modeling professional integrity, designing effective objective driven lessons and assessments that reflect the standards, collecting, tracking, and using student data to develop lesson plans and assessments, and providing responsive communication to parents throughout the year.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

AISD will take several approaches to facilitate professional collaboration by incorporating Mentoring, Peer Observation and Professional Learning Communities (PLCs) on each of the 6 EEIP campuses. Individually, these strategies have been well received across the district.

By incorporating full-release mentors for teachers within their first two years of teaching, novice teachers will receive intensive coaching sessions from master teachers to meet the needs of the campus. These full-release mentors will not have the responsibility of a full time teaching schedule so that they can devote 100% of their time to sharing evaluation tools, strategizing how to effectively meet the evaluation rubric requirements for delivery of instruction and classroom management, collaborating on lesson plan development, modeling lessons, and observing mentee classrooms and sharing best practices from their own experience while facilitating collaboration between novice and experienced teachers to improve teaching pedagogy. Mentors will log their time spent with their mentees, with the expectation that they will meet weekly to collaborate. Teacher mentors are master teachers who will continue to maintain a regular teaching schedule while mentoring third year teachers. The collaboration between teacher mentors and mentees will include collaboration on lesson and yearly plans, evaluation of student data, determining grade level needs to improve student performance, reviewing vertical team expectations, and providing feedback from observations to discuss best practices to improve instruction. Teacher mentors will act as a liaison between the teacher and administration to familiarize the novice teacher with campus expectations and gradually release responsibility for meeting these expectations to their mentees. They will also log their time spent with their mentees, with the expectation that they will collaborate on a weekly basis.

For teachers that are beyond their first 3 years of teaching, but still in need of support, administrators can recommend targeted peer observation. Peer Observers are master teachers who have been released from the responsibility of a full teaching schedule to provide objective feedback on delivery of instruction and classroom management, model lessons, and provide professional development resources for teachers in need of assistance on an as needed basis. Peer Observers will conduct two formal observations of all teachers assigned to them, with a pre- and post-conference to discuss feedback, collaborate on ways to improve instruction, and to set teacher determined goals. Peer Observers will provide written feedback on the lesson observation, and evidence based scoring on an approve rubric, to support continued classroom improvement.

All teachers on EEIP campuses will be assigned to a PLC. Each PLC will be required to meet weekly during a common planning time. In the PLC group, teachers will be grouped based on grade-level, which will facilitate collaboration on shared campus and classroom issues. While the needs of each individual campus will differ slightly, there will be a structure in place to facilitate planning and to provide PLC leads with a template to discuss critical points throughout the year with their PLC groups.

Within this structure, PLC leads will be expected to address the following topics:

- Components of the observation rubric that will be used by administration for formal observations and walkthroughs. This will include opportunities to discuss evaluation feedback results, and as well as expectations for delivery of classroom instruction and classroom management.
- Multiple measures of teacher performance: student growth, teacher self-assessment, and student evaluations.
- Provide time for collaboration opportunities: discuss/share pedagogical strategies.
- PD activities/opportunities tied to observation & formal evaluation results, formal and informal student assessment data.

In order to implement these topics and to effectively facilitate the groups, PLC leads will be selected and trained extensively on how to establish PLC groups, management of the PLC throughout the year, and how to evaluate the progress of the group for reflection and continued improvement of the PLC collaboration. Training for leads will continue throughout the academic year, with time and funds budgeted to meet with PLC leads twice per semester. In these PLC lead meetings, there will be discussion on required PLC topics, continued instruction on how to facilitate campus PLC

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groups, and feedback on the progress of PLC groups.

From the above listed requirements, of the utmost importance in impacting student learning and campus improvement is the opportunity to collaborate and discuss/share pedagogical strategies. Teachers within each PLC group will commit to focusing on the learning of each student by reflecting on their own teaching strategies and sharing best practices with their colleagues. Weekly PLC time will provide teachers a safe space to discuss areas of success with their students, as well time to collaborate on areas of instruction that are in need of growth. PLC leads will provide specific campus-based professional development to their groups depending on the current need at each campus. This can be achieved through coordination of live professional development, managing on-line professional development, book studies, and/or lesson studies to collaborate on best practices in the classroom. PLC leads will follow a pattern of identifying teachers' needs, developing and sharing strategies to build on professional strengths while addressing areas in need of improvement, implementing and reflecting on the effectiveness of the strategies, and then applying the new knowledge further continuous improvement. PLC leads can also plan to use PLC time to conduct group observations of one another's classrooms to facilitate discussion about teaching pedagogy and best practices.

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Statutory Requirement 5: <u>Required</u> - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

AISD will take several approaches to provide and facilitate professional development by using Mentoring, Peer Observation and Professional Learning Communities (PLCs) on each of the 6 EEIP campuses. The collaboration that is involved with each of these components is in itself a way to provide professional development, and teachers involved with these groups will also have specific professional development provided to them as well.

Full-release mentors for teachers within their first two years of teaching will provide specific and teacher targeted professional development. Each week, novice teachers will receive intensive coaching sessions from master teachers to share evaluation tools, strategize on best practices to effectively meet the evaluation rubric requirements for delivery of instruction and classroom management, collaborate on data-based lesson plan development, model lessons, and observe campus classrooms to sharing best practices while facilitating collaboration between novice and experienced teachers to improve teaching pedagogy. Time and funds have been budgeted into the grant application to allow for substitutes in both fall and spring semesters so that mentors and mentees can meet to discuss student data and conduct classroom observations together. The professional development between teacher mentors and mentees will include evaluation of student data, determining grade level needs to improve student performance, reviewing vertical team expectations, and providing feedback from observations to discuss best practices to improve instruction. Teacher mentors will act as a liaison between the teacher and administration to familiarize the novice teacher with campus expectations and gradually release responsibility for meeting these expectations to their mentees. Teacher mentors will be expected to meet with their mentees on a weekly basis.

For teachers that are assigned targeted peer observation, there will be further opportunity for specific professional development based on teacher needs. Peer Observers will be assigned by administrators to teachers in need of additional support to provide objective feedback on delivery of instruction and classroom management, demonstrate lessons, review student feedback, and provide additional professional development resources. Peer Observers will conduct at least two formal observations of all teachers assigned to them, with a pre- and post-conference to discuss feedback, collaborate on ways to improve instruction, and to set teacher determined goals. Peer Observers will provide written feedback on the lesson observation and evidence based scoring on an approved rubric that is aligned with the rubric that their administrators will use to conduct their formal evaluations.

All teachers on EEIP campuses will be assigned to a PLC. Each PLC will be required to meet weekly during a common planning time. In the PLC group, teachers will be grouped based on grade-level, which will facilitate collaboration on shared campus and classroom professional development needs. While the needs of each individual campus will differ slightly, there will be a structure in place to facilitate planning and to provide PLC leads with a template to discuss critical points throughout the year with their PLC groups.

Within this structure, PLC leads will be expected to address the following topics:

- Components of the observation rubric that will be used by administration for formal observations and walk-throughs. This will include opportunities to discuss the evaluation strands focused on the expectations for delivery of classroom instruction and classroom management or to share feedback they received.
- Multiple measures of teacher performance: student growth, teacher self-assessment, and student evaluations.
- Provide time for collaboration opportunities: discuss/share pedagogical strategies.
- PD activities/opportunities tied to observation & formal evaluation results as well as formal and informal student assessment data.

In order to implement these topics and to effectively facilitate the groups, PLC leads will be selected and trained extensively on how to establish PLC groups, management of the PLC throughout the year, and how to evaluate the progress of the group for reflection and continued improvement of the PLC collaboration. Training for leads will continue throughout the academic year, with time and funds budgeted to meet with PLC leads twice per semester. In these PLC lead meetings, there will be discussion on required PLC topics, continued instruction how to facilitate on campus PLC

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groups, how to facilitate analyzing student data, and feedback on the progress of PLC groups.

Teachers within each PLC group will commit to focusing on the learning of each student by reflecting on their own teaching strategies and making data-based decisions on curriculum and best practices. Weekly PLC time will provide teachers a safe space to discuss areas of success with their students, as well as time to collaborate on areas of instruction that are in need of growth. PLC leads will provide specific campus-based professional development to their groups depending on the current need at each campus. This can be achieved through coordination of live professional development, managing on-line professional development, book studies and/or lesson studies to collaborate on best practices in the classroom. PLC leads will follow a pattern of identifying teachers' needs, developing and sharing strategies to build on professional strengths while addressing areas in need of Improvement, implementing and reflecting on the effectiveness of the strategies, and then applying the new knowledge further continuous improvement.

An example of a schedule of topics for PLC is below:

- August: Role of the PLC on the campus, expectations, roles/responsibilities, goals of the PLC; review of evaluation tools (rubrics, walk through format, evaluation of self vs. rubric)
- September: Reviewing current student data, determining a plan for the year, introduction of resources, goal setting for students/classes; focus on classroom climate in relation to the rubric, what are the routines/procedures, how will the classroom be organized, what are the standards of behavior, address safety in the classroom
- October: Strategy selection, trial and reflection, revision of strategies, and reimplementation, reflection; case study of classroom climate with norming
- November: Strategy selection, trial and reflection, revision of strategies, and reimplementation, reflection; address instructional practice, specifically, how to engage students
- December: Reassessment of student performance, assessment of PLC effectiveness, new goal setting for second semester; address instructional practice, specifically, how to differentiate for students
- January: Introduction of new resources- based on student needs; address instructional practice, specifically, how to check for understanding from students
- February: Strategy selection, trial and reflection, revision of strategies, and reimplementation, reflection; address instructional practice, specifically, how develop problem solving and critical thinking in students
- March: Strategy selection, trial and reflection, revision of strategies, and reimplementation, reflection; address instructional practice, specifically, how increase rigorous academic expectations
- April: Strategy selection, trial and reflection, revision of strategies, and reimplementation, reflection; address instructional practice, specifically, how provide relevant feedback to students
- May: Assessment of student performance for the year, what worked/what didn't, what are the next steps; evaluate feedback from evaluation, goal setting, what is next
- June: Assessment of PLC, what worked/what didn't, what are the next steps

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

With the EEIP funding, in order to reward high quality teachers and staff for taking on additional responsibilities, as well as to retain those teachers for longer periods of time, we would provide strategic compensation stipends to teachers, mentors, and peer observers.

- **Hard to Staff Stipend** – To work to decrease the high overall percentage of novice teachers on the six EEIP campuses, all teachers using the teacher appraisal system on these campuses will be eligible to receive a stipend for serving on a campus that is hard to staff. With successful completion of the school year and compliance with EEIP campus initiatives, teachers will be eligible to receive a $500 stipend.

- **SLO Facilitator Stipend** – As part of the teacher evaluation tool, teachers at the EEIP schools will be required to complete two student learning objectives (SLOs) that focus on high needs within the classroom/team and measure student growth with appropriate rigorous assessments. In order to provide direct campus support throughout the SLO process, each campus will assign two teachers to serve as SLO facilitators. The SLO facilitator responsibilities will include communicating SLO related district initiatives to the rest of the staff, guiding teachers through a needs assessment to determine the high-need areas of focus, helping teachers select or develop assessments to measure student growth, and monitoring teacher progress. SLO facilitators will be compensated with a $1,000 stipend at the end of the school year.

- **PLC Lead Stipend** – On each campus, principals and staff have already created professional learning communities (PLCs) that are determined by content areas, grade levels, and school initiatives. Often, these PLCs function infrequently and lack focus. Individual teachers on each campus will be appointed to serve as PLC leads. During the summer and throughout the school year, the PLC leads will attend trainings focused on building positive learning communities and providing specific, campus-based professional development. PLC leads will provide structure for weekly PLC meetings and facilitate discussions around student data, observation/evaluation results, professional development, and other campus areas of need. PLC leads will be compensated with a $1,500 stipend at the end of the school year.

- **Full-Release and One-to-One Mentor Stipends** – To support the 25.7% of novice teachers at the six campuses who have 1-2 years of teaching experience, eight full-release mentors will be hired. The full-release mentors will provide teachers with demonstration lessons, assist with lesson planning, provide observational feedback, establish criteria for a positive classroom environment, and model professional expectations. The full- release mentors will be eligible to earn a $5,000 stipend for successful performance on a locally developed 360° evaluation tool that will be completed by the mentor, mentees, campus administrators, and mentor supervisor. Teachers in their third year of experience will be assigned to a one-to-one mentor who is a full-time teacher or staff on campus that continues working with the mentee, developing strengths. One-to-one mentors and mentees will have many opportunities to meet throughout the year. For these services, one-to-one mentors will be compensated with a $1,000 stipend at the end of the school year.

- **Peer Observer Stipend** – On each of the six campuses, principals may request peer observations for struggling teachers who are in need of more direct support. These targeted teachers would have the chance to receive non-administrative feedback, collaborate on upcoming lessons, and observe modeling practices by master teachers performing lesson demonstrations. A total of two peer observers will be assigned to complete all targeted principal requested observations on all six campuses. For these services, the two peer observers will each be compensated with a $5,000 stipend at the end of the school year with successful performance on a locally developed evaluation tool that is completed by a peer observer supervisor.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 7: <u>Preferred</u> - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In order to facilitate recruitment, Austin ISD offers several programs that offer supports and encourage teachers to apply to our district. One of those programs is our Teacher Induction Program (TIP) that offers new teachers to the district training in our district priorities as well as a connection to other teachers in their content or grade and training with a highly effective teacher in that area. The program actually begins when teachers are hired as they attend a new hire session that provides them with an introduction to the district's technology, receive their laptop, complete their paperwork, receive benefits information, and are able to get their badge to access their campus. For a week in August, new hires attend a campus orientation, district orientation, and cohort support, which include curriculum training. Each of these components covers various aspects to help new teachers acclimate to the district's expectations and the procedures of their campus.

1. Campus Orientation
   - Meet Campus Staff
   - Review Campus Procedures and Policies
   - Campus Tour
   - Set-up Classroom with mentor

2. District Orientation
   - "Welcome to the District" from the Superintendent
   - Training sessions on district priorities
     o Cultural Proficiency and Inclusiveness
     o Classroom Management using Positive Behavior Support
     o Social Emotional Learning
     o Introduction to Curriculum Road Maps
     o Technology

3. TIP Cohort Support
   - Training occurs in the TIP teacher's room to model classroom set-up and is specific to the grade or content
   - Preparing for the first day of class
   - Beginning of the year lesson plans
   - Access to curriculum website and resources
   - Implementation of Curriculum Road Maps
   - Support and requirements for special populations (differentiation)
   - Required departmental assessments, practices, and supplies
   - Classroom Management using Positive Behavior Support

For follow-up support, in September, the new hires will be provided a sub day to observe their TIP teacher and then debrief as a cohort on the effective practices and how to incorporate into their teaching.

Some campuses in AISD and the ones proposed in this program use the full-release mentoring support as a recruitment tool. Additionally, the district offers stipends in hard to staff areas like bilingual and special education as well as for National Board Certification to recruit teachers.

The district begins the hiring process right after Spring Break in March in an effort to fill vacant positions early. The candidates that the district seeks are designated as highly qualified according to NCLB and must provide recommendations from previous employers or principals. District staff reviews the recommendations to help inform hiring decisions. Human Resources tracks teacher certification programs, and they consider this information in hiring. The district values candidates who student taught in AISD, have other experiences in the district, or have experience teaching in other districts.

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Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Austin ISD provides many opportunities for teachers to advance their careers through multiple strategic career pathways. With EEIP grant funding, we will provide specific opportunities for teachers on these six selected campuses to take on additional responsibilities and advance their education experience through professional growth and development. Some of the career pathways are new full-time positions, while others are in addition to their current full-time position as campus teachers or staff.

- **SLO Facilitators** – As part of the teacher evaluation tool, teachers will be required to complete two student learning objectives (SLOs) that focus on high needs within the curriculum and measure student growth with appropriate rigorous assessments. In order to provide direct campus support throughout the SLO process, each campus will assign two teachers to serve as SLO facilitators. In this campus leadership role, the SLO facilitator responsibilities will include communicating SLO related district initiatives to the rest of the staff, guiding teachers in choosing high-need areas of focus, helping teachers to select or develop assessments to measure student growth, and monitoring teacher progress in reaching their goals. SLO facilitators will also provide support to principals in the SLO approval process. SLO facilitators will be compensated with a $1,000 stipend at the end of the school year.

- **PLC Leads** – On each campus, principals and staff have created professional learning communities (PLCs) that are determined by content areas, grade levels, and school initiatives. Often, these PLCs function infrequently and lack focus. Individual teachers on each campus will be appointed to serve as PLC leads in addition to their current teaching assignment. During the summer and throughout the school year, the PLC leads will attend trainings focused on building positive learning communities and providing specific, campus-based professional development. PLC leads will provide structure for weekly PLC meetings and facilitate discussions around student data, observation/evaluation results, professional development, and other campus areas of need. When the campus needs are determined, PLC leads will collaborate with teachers to develop appropriate professional development to address teacher practices that affect student learning. PLC leads will be compensated with a $1,500 stipend at the end of the school year.

- **Full-Release Mentors** – To support the novice teachers at the six campuses who have 1-2 years of teaching experience, eight full-release mentors will be hired. As former master teachers, the full-release mentors will use their professional experience to provide teachers with demonstration lessons, assist with lesson planning, provide observational feedback, establish criteria for a positive classroom environment, and model professional expectations. In addition to their salary, the full- release mentors will be eligible to earn a $5,000 stipend for successful performance on a locally developed 360 degree evaluation tool that will be completed by the mentor, mentees, campus administrators, and mentor supervisor. This stipend is designed to encourage master teachers to step out of the classroom to develop their careers in campus leadership as a mentor and share their expertise with novice teachers.

- **One-to-One Mentors** – Teachers in their third year of experience will be assigned to a one-to-one teacher mentor who is a full-time teacher or staff on campus that continues working with the mentee, developing their strengths. One-to-one mentors and mentees will have many opportunities to meet throughout the year. Mentors will serve as a coach to their mentees as they move beyond the initial need to create new pedagogical practices, and focus more on honing the mentees teaching craft. Mentors will continue to collaborate with their mentees to review student data, identify student needs, develop engaging and rigorous lesson plans, and model best teaching practices. One-to-one teacher mentors will be compensated with a $1,000 stipend at the end of the school year for the time outside of their teaching assignment.

- **Peer Observers** – On each of the six campuses, principals may request targeted peer observations for struggling teachers who are in need of more direct support. These targeted teachers would have the chance to receive non-administrative feedback, collaborate on upcoming lessons, and observe modeling

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practices by master teachers performing lesson demonstrations. A total of two peer observers will be assigned to complete all targeted principal requested observations on all six campuses. The peer observers will be former master teachers who want to expand their experience and serve in a coaching role. For these services, the two peer observers will each be compensated with a $5,000 stipend at the end of the school year with successful performance on a locally developed evaluation tool that is completed by a peer observer supervisor. This stipend is designed to encourage master teachers to step out of the classroom to develop their careers in campus leadership as a peer observer.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not applicable

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With funding from the EEIP grant, AISD will target six high-needs schools within the Akins High School and Travis High School vertical teams, including Houston Elementary, Langford Elementary, Linder Elementary, Palm Elementary, Perez Elementary, and Widen Elementary, which serve approximately 4,400 students. These six schools were chosen based on their high concentration of economically disadvantaged families, English Language Learners, and students receiving special education services. Another obstacle that factors in to the selected EEIP schools is the high teacher turnover rate. Across the district, about 20.6% of total teachers are novice teachers who have 1-3 years teaching experience, as opposed to 25.7% at the EEIP campuses.

To support those novice teachers, AISD currently has in place a district mentoring program at most schools, which assigns experienced teachers to mentor novice teachers who are in their first two years of experience. In addition, each campus has a teacher mentors who provides support to both the novice teachers in their third year of experience and to the campus mentors. The mentoring positions are performed by current full-time teachers and staff, and are paid with a small supplemental stipend $400 for those mentoring first year teachers; although this support is beneficial many of these teachers are stretched thin and are not able to provide the in-depth support that many first year teachers need. In order to provide these and other needed supports as well as job-embedded professional development on the EEIP campuses, we will use the funds to employ eight highly effective teachers who will be released from their teaching duties to serve as full-release mentors and provide support to teachers with 1-2 years of teaching experience. The full-release mentors will replace the duties of the former mentors, and we will pilot a transition period for third year teachers using the one to one teacher mentor model that is currently in place. Although the district is very interested in moving to a full-release model, due to the budget constraints currently placed on AISD, we would not be able to fund these full-release mentors on these campuses without the grant funds. The grant funds will allow the district to investigate a hybrid model for mentoring to determine if it would be effective for additional campuses or for the entire district.

Similarly, peer observation has been piloted at REACH campuses, and program evaluation results indicate that it is most effective when it is used with teachers who are struggling. The grant funds will allow us to try a new targeted model of peer observation based off of the current model to determine if it these targeted supports will improve teacher practice and student growth. The district would not be able to fund these full-time positions without the grant funds.

The district is also interested in developing leadership pathways for teachers including roles on and off campus. Mentors and Peer Observers offer teachers ways to expand their knowledge and skills in leadership roles on different campuses while PLC leads, one to one mentors, and SLO facilitators allow teachers to expand their leadership on their current campuses. The grant will allow us to provide a stipend for these activities, which would not be possible or as robust without the grant.

Currently, the district is working to determine how salary, strategic compensation, professional development, leadership pathways, and support should all be blended together to form one cohesive human capital strategy. The use of these grant funds will provide the district with an innovative environment to test some new practices, refine some current practices, and study the impact on both student achievement and teacher perceptions.

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	Schedule #17—Responses to TEA Program Requirements	

County-district number or vendor ID: 1746000064 | Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Date	Events
April, 2014	Grant begins: Campuses are introduced to the grant expectations and requirements (PLCs and leads, Peer Observation, Full-release Mentors, Teacher Mentors, SLO Facilitation, and stipends); active hiring and recruiting for EEIP campuses.
May, 2014	Active hiring and recruiting for EEIP campuses; training on evaluation tools; training on SLO assessments; creation of PLCs and scheduling.
June, 2014	Active hiring and recruiting for EEIP campuses; review of campus data to establish areas of strength and need; begin drafting a professional development plan.
July, 2014	Training of PLC leads; drafting PLC schedule
August, 2014	Training of Peer Observers, SLO Facilitators, Full-release and LMTC Mentors; first PLC lead meeting
September, 2014	Mentoring, Peer Observation, administrator evaluations, PLCs in full swing (including beginning professional development work, goal setting, reflection on evaluation tools, and classroom observations); review of initial student data (including data days for mentors and mentees).
October, 2014	Mentoring, Peer Observation, administrator evaluations, PLCs in full swing (including continuing professional development work, goal setting, reflection on evaluation tools, and classroom observations).
November, 2014	Mentoring, Peer Observation, administrator evaluations, PLCs in full swing (including continuing professional development work, goal setting, reflection on evaluation tools, and classroom observations); second PLC Lead meeting.
December, 2014	Mentoring, Peer Observation, administrator evaluations, PLCs in full swing (including continuing professional development work, goal setting, reflection on evaluation tools, and classroom observations); first formal evaluation complete.
January, 2015	Mentoring, Peer Observation, administrator evaluations, PLCs in full swing (including continuing professional development work, goal setting, reflection on evaluation tools, and classroom observations); third PLC Lead meeting.
February, 2015	Mentoring, Peer Observation, administrator evaluations, PLCs in full swing (including continuing professional development work, goal setting, reflection on evaluation tools, and classroom observations).
March, 2015	Mentoring, Peer Observation, administrator evaluations, PLCs in full swing (including continuing professional development work, goal setting, reflection on evaluation tools, and classroom observations).
April, 2015	Mentoring, Peer Observation, administrator evaluations, PLCs in full swing (including continuing professional development work, goal setting, reflection on evaluation tools, and classroom observations); fourth PLC Lead meeting.
May, 2015	Mentoring, Peer Observation, administrator evaluations, PLCs in full swing (including continuing professional development work, goal setting, reflection on evaluation tools, and classroom observations); review of student data (including data days for mentors and mentees); second formal evaluation complete.
June/July, 2015	Evaluation of first year's implementation; planning for the following year's professional development and PLC; PLC Lead training plans; strategic compensation pay outs complete in July of 2015.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1746000064	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has extensive research indicating that there is widespread and enthusiastic support for full-release mentoring that has been piloted in the REACH program in the district. 100% of principals who have full-release mentors on their campuses agreed that "It is valuable for me to have the AISD REACH mentor(s) on my campus" based on survey results from 2013. More experienced teachers at these campuses indicated in focus groups that the mentors were valuable to campus. In the same vein, peer observers have been well received on their campuses and in surveys have indicated that peer observation is a good idea. Additionally, teachers who have participated in the Pilot Appraisal agree that multiple measures should be used in evaluation and found the district-developed rubric to be beneficial and relevant to their teaching assignment. Using this information, Educator Quality staff was able to devise a plan that included components that were supported at campuses engaged in the work.

To begin the process, Educator Quality staff began working with staff that worked on programs similar to the requirements in the proposal. Staff met multiple times to flesh out a plan to share with other stakeholders. Once a draft was developed, it was shared with the Chief Human Capital Officer to determine if it met district goals and if there were adjustments that should be made. After revising from the first round of feedback and in order to determine which schools should be considered, Educator Quality staff met with the Associate Superintendents to solicit feedback on the plan and on which schools would benefit from the program. Once schools were identified, principals were called to explain the plan and ask them to work with their staff to see if this would be a good fit for their campus and their goals. Principals worked with their leadership teams and staff to determine if it would be supported and if they were willing to participate. Principals responded and were included based on this support.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because of the size of the Austin ISD school district, participation in the EEIP grants will be limited to 6 Title I elementary school campuses, including:

- Houston Elementary School
- Langford Elementary School
- Linder Elementary School
- Palm Elementary School
- Perez Elementary School
- Widen Elementary School

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